The Wellesley Prelude.

VOLUME I.—No. 10.

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THE WELLESLEY PRELUDE.

VOL. 1. WELLESLEY COLLEGE, NOVEMBER 23, 1889. No. 10.

The Wellesley Prelude.

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All literary communications from the students of the college should be sent to MISS LAUDERBURN, through the "Prelude" box in the general office. Literary communications from outside the college should be directed to the Alumnæ Editor, Miss Edith S. Tufts, Dana Hall, Wellesley, Mass.

Subscriptions and all other business communications should be sent, *in all cases*, to the Publisher, Willis F. Stevens, Wellesley, Mass.

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AT last Wellesley has her Glee Club and she is happy, but not satisfied; one dear object accomplished only makes her the more confident of her own powers and the more desirous of further achievement. And what logically follows a Glee Club in the process of development? To what shall the tuneful voices of sixteen musical maidens be devoted? To carolling Wellesley's praises, to be sure, and to making her walls ring with melody upon occasion, but we have all felt the need, also upon occasion, of a common means of expression of our loyalty and our love. Something in which the Glee Club might lead us but in which all, musical and unmusical, might join. In short we need a college cheer.

Our brother colleges are well supplied and we who have heard the hearty Hoo! 'Rah! Ray! from hundreds of throats and have felt our own hearts beat in sympathy, must realize what a bond the simple words are.

Oberlin has recently taken unto herself a cheer. We quote from a letter received this summer:

"The Oberlin people desired a college "yell." The yells of all the leading colleges were inquired for, and meditated upon. Through the college paper, these were made known, and propositions solicited from anyone, everyone.

A committee was appointed representing all the classes. They finally adopted one found by chance upon the writing-table of a professor by one of the boys of the committee—his son.

He had jotted down his idea of the essentials of a "yell"—

Appropriateness.
Rhythm.
Originalty (?)

And below had experimented, with this result, then laid aside the paper for the waste-basket, probably.

(They generally had agreed that they did not want, and would not have the too common 'rah!)

Hi–O–Hi!
O–Hi–O!
Hi–Hi–O–Hi–
O—ber–lin!"

The practicality of the method suggested in this letter has recommended it to the Editors of the PRELUDE, and they take pleasure in stating their purpose of adopting it in its essential features: accordingly a committee has been appointed and propositions are earnestly solicited from "anyone, everyone."

The committee will receive, examine and judge, and to the successful competitor as a reward of merit and an incentive to effort, the PRELUDE offers a prize of $10.

All propositions sent to the committee should be written plainly and should be unsigned—the name of the proposer, however, must be enclosed in a sealed envelope and sent with the cheer. The prize will be awarded entirely upon the merit of the cheer and before the name of the author is known

thus Faculty, Alumnae, and Undergraduates may freely compete.

All propositions should be sent to Mary D. E. Lauderburn, Prelude Box, General Office, before Jan. 25th, 1890.

The committee is ready to answer any questions upon the subject and if discussion is desired or if there are suggestions to be made, the pages of the PRELUDE are always open.

The Committee consists of Miss Mary E. B. Roberts, the Presidents of the Senior, Junior and Sophomore classes, the President of the Special organization, the Chairman of the Freshman class and one member of the Board of Editors.

Ed.

CANZONET.

Love grieved itself to rest!
  Ah! who shall break its slumber,
  Bidding it wake again to care and cumber?
Nay, sooner shall one bring deep visions blest
From out the veiled heart of the West!
  Years past withouten number
Love grieved itself to rest.

Love grieved itself to rest!
  All future joy must borrow
  Stillness and added hush from that one sorrow.
Love's heart is no twice-written palimpsest
When once the love-song is impressed!
  In night that knows no morrow
Love grieved itself to rest.

Love grieved itself to rest!
  Can any word ere spoken
  Hold now that talisman lost, that old love-token!
Nay, hush, the poppy hath more interest;
Some wandering dream may e'en suggest
  Glad days, ere, all heart-broken
Love grieved itself to rest.

Lillian Corbett Barnes, '91.

THE COLLEGE SETTLEMENT.

There is nothing remarkable in the external appearance of Rivington and Forsyth streets except, perhaps, the universal and unrelieved ugliness of everything. The neighborhood seems to have resigned itself to dirt and vulgarity. Tall, red-brick tenements, cheaply built and densely populated, third and fourth rate shops where keen-eyed Jews drive an apparently thriving trade, unite to give an irretrievably sordid look to the quarter. The streets are full of people. One wonders where they can all be going, the spot seems so remote from anything desirable.

These shabbily-clad men and women do not look miserable or vicious but simply void of hope, not so much sad as ignorant of joy—none but the children seem to know how to laugh. They play about the street as if it were a garden, picking up their crumb of pleasure, like the sparrows, wherever it may be found.

There are one hundred and ten acres in this, the eighth assembly district of New York, and forty-eight thousand people. It is more densely populated than the densest quarter of London. Its people are for the most part of foreign birth, German and Irish and, of late years, refugee Jews from Germany, Poland, and Russia. Many do not yet understand the English language as is evidenced by the announcements, "Boarding-haus," "Mobllierte zimmern zu vermiethen." The shops, open Sundays until noon, witness to the prevalence of continental standards. This is the "banner Republican district of New York," and the pocket-borough of Johnny O'Brien. Its alderman keeps the principal saloon and is a very influential gentleman indeed—so influential that no law can be enforced that trenches on his privileges. There are no parks nor gardens, not even an open square in this city of fifty thousand souls, and but four chapels. Several synagogues are maintained by the people, but no Roman Catholic church. There are, however, three hundred and fifty saloons. These seem to furnish the only form of amusement known to the populace.

In such virgin soil have the neighborhood Guild and the College Settlement been planted—colonies from a richer and brighter land. The neighborhood Guild has been organized for several years, but the College Settlement is an experiment and its work will be watched by friends and critics alike with greatest interest. Those who have been anxious as to the physical well-being of the seven college women who have undertaken to demonstrate, in this neglected corner, the value of friendliness as an educating force, will be relieved to know that they are living in a large and comfortable house whose plumbing and sanitary arrangements are of

the best. It is an old family residence and has been elegant in its day. The owner is interested in the success of our enterprise and the best of agents have put the place in thorough repair. Fresh paint and paper and pleasant furnishings combine with feminine knack to give the old house a wholesome, homey look. On the basement floor are the doctor's office, a large sunny kitchen, and two bath-rooms where the children of the neighborhood may have baths at five cents each. The first floor is occupied by reception and dining-rooms. These open into each other by sliding doors and so afford ample facility for the parlor talks and entertainments Miss Fine proposes to give. The two upper floors afford a private room for each of the residents. A large, well-lighted garret of untried possibilities completes the establishment.

Of the seven residents, three are graduates of Smith, one a graduate of Wellesley, the remaining four represent each one or more years of work at Smith, Wellesley or Vassar. One of the residents is a physician; two are studying medicine and have rendered valuable service in the city hospitals; while one makes her skill in music and painting a means of inspiration to her girl-friends; three boast an acquaintance with the neighborhood of several years standing and are familiar with its people and their needs. It is an able group of women whose influence would be felt a valuable one in any community. To this people, unvisited by priest or city missionary, their wisdom and goodness must seem little less than miraculous.

The appearance of a philanthropic or instructive purpose is studiously avoided by our colonists. They are simply living happy, wholesome, helpful lives. Their sole and comprehensive method of helping their neighbors is friendliness—fellowship—personal influence—whatever we may call that relation of souls in which the magnetic spark of spiritual life is kindled. The most practical way to get acquainted is through clubs. Four girls' clubs with an aggregate membership of one hundred and fifty are maintained by the residents. One is made up of children from six to ten years of age; another of young girls from ten to fourteen; another gathers in the cash-girls whose ages run from fourteen to eighteen; the fourth reaches the factory-girls who are usually over eighteen. These clubs meet twice a week in the Guild rooms, those of the children in the afternoon, the working-girls clubs in the evening. It is meant that they should be self-governing. Even the little girls elect their officers from among their own number and legislate for themselves. A tactful resident sits at the president's right hand, however, ready with advice in trying emergencies. This training in self-control and orderly method shows admirable results. The children have legislated that no fights are to be brought into the club and that hard words are out of order. Their respect for this law of their own is most suggestive. The occupations of the different clubs vary with the age and purpose of the members. The children sing, play games, do free gymnastics, and make paper flowers. They could, if materials were only at hand, be trained in some of the kindergarten methods. The older girls have not advanced much beyond the children in the matter of amusements. They are taught cooking and other homely accomplishments rare among the house-wives of assembly district VIII.

On Sunday afternoon, the Good Deed Society is assembled at 95 Rivington street, "Dast Jews come?" was the question put in response to the invitation. The cordial "Yes, indeed" brought together a parlor full of these hungry little outcasts. The parents are reached through the children. The homes are visited and mothers interested in the new life of the child. The children carry home their "libraries" and their account of the afternoon's work or play. So are planted in many of these desolate homes seeds of hope, of love, of righteous purpose.

The residents are "at home" to their neighbors Monday afternoon. The callers are for the most part children and the good manners of these society debutants are edifying to see. It must seem a fairy story come true to the children, this sudden transformation of a dingy tenement-house into a palace of delight inhabited by smiling ladies always ready to tell stories and play games. Indeed the children claim the settlement as peculiarly their own and besiege it at all hours of the day. If the street-door is opened, the stoop is full of children, lifting smiling faces confident of kindness. One of our residents passing through the street draws a

troop of children after her like the Pied Piper of Hamlin. These little people of the tenement-house are eager and docile beyond those of more favored homes. They at least are not satiated with good things. Their opportunities are too rare to be willingly neglected.

Do you ask for results? I call to mind the radiant face of one little twelve year old, ready, gentle, eager to help, and think of the perennial fountain of joy opened in one human heart. Surely she is storing up mental resources and spiritual treasures of faith, hope, and love which will enable her to stand in the evil days that may be before her. Did not the Master estimate the value of a human soul as equal to that of the whole round world? Shall we count our labor lost if the handful of lives redeemed seems but the drop in a bucket when compared with the sum total of human misery? Surely the College Settlement has not cost too dear if but one in ten of these young lives is permanently strengthened in all right purposes by the inspiration so brought within their reach.

If you ask, what can we contribute to the work? I would answer, good pictures for the walls of the Settlement home, good books for the children's library. Miss Fine feels that books are her ablest co-laborers. These are the silent friends and teachers whose words are never out of season, who go with the children to their homes, bearing continual witness to the better possibilities of life.

Katharine Coman.

Through burden and heat of day
  How weary the hands and the feet,
That labor with scarcely a stay,
  Through burden and heat!

Tired toiler whose sleep shall be sweet,
Kneel down, it will rest thee to pray:
  Then forward, for daylight is fleet.

Cool shadows grow lengthening and gray,
  Cool twilight will soon be complete:—
What matters this wearisome way
  Through burden and heat?

Christina Rossetti.

Adapt thyself to the things with which thy lot has been cast.—*Aurelius Antoninus.*

SNATCHES OF SONG.

O nestle close, sweet thought, into my heart!
  My clear-eyed darling! for the days are glad
  With whiter light than in the past they had,
And Heaven hath sent thee, angel as thou art!

Yes, when this life hath bitter smart,
  As life must have, when skies grow dark again,
  Come with thy smile to glorify my pain,
And nestle close, sweet thought, into my heart.

From the seething gulfs of passion
  A soul looked up afar,
And saw in the heights of heaven
  A white and perfect star.

"O star, I die with longing
  To claim thee for mine own!"
"Then, soul, take wings of whiteness
To reach my stormless throne!"

Marion Pelton Guild, '80.

A BIRD CALENDAR.

November.

In this climate November is the "Moon of falling leaves," and moreover, the moon of mists and melancholy. "Like the race of leaves is the race of men," sang Homer, and Isaiah sang in response: "We all do fade as a leaf."

The foliage of the season just past has seemed peculiarly rich and full. Who realized how heavy a robe this slender, young maple wore until one cold damp morning it suddenly slipped down to her feet and lay in a pitiful heap of faded tatters?

The wind has its own will now and many grotesque and uncanny things it does. The dry oak-leaves shudder on their branches, or run along the ground with ghostly, pattering feet. One and another starts wildly into the sky as if "changed to a bird and sent to flit in air." One must look twice to see whether it is a flurry of leaves or a flock of sparrows or gold-finches which flew off the tree at our approach.

What revelations are made as the branches become bare! In that tree which you have passed a hundred times was a robin's nest securely lodged only a few feet above your head. Yonder, almost overhanging the drive, is the neat, compact little nest of a warbler, carefully sewn to the twigs which support it with ravellings, of your own dress perhaps.

It is lined with dry pine needles and the outer wall is made of strips of inner bark and paper, stolen possibly from your own note-book.

> "O so many, many, many
> Little homes above my head!
> O so many, many, many
> Dancing leaves around me spread!"

The leaves guarded the secret well, and now the little homes are empty and silent. All that patient labor and dainty skill was devoted to a structure of short-lived usefulness. Yet that short period was a whole cycle of bird-life. The mother's best was none too good for that nestful of awkward, hungry, precious fledglings.

An empty nest has lingering about it a shadow of the same pathetic interest which clings to an empty house; that feeling which made Longfellow write:

> "All houses wherein men have lived and died
> Are haunted houses."

Soon it will be filled with a soft, white, ghostly brood of downy snow.

Right athwart these gloomy reflections, piercing them as a sunbeam pierces the mist, comes a clear, decisive "*Chickadee-dee, see me.*" Look at his antics! Now he lights on the vertical trunk of a tree like a tiny woodpecker, and with a little assistance from his wings really makes some progress up and around the trunk. Then he darts into the air like a fly-catcher, and his next perch is likely to be the top of a cone from which he swings, head downward, with the utmost nonchalance. His audacity is only equalled by his good nature. His cheerfulness is perennial and irresistible. All the winter through, it will not fail us. Other voices which have charmed the ear of summer with their song are gone, leaving the sadness of "silence when a song is spent;" but that silence is not unbroken. So long as this fearless, feathered atom can pipe his strain we will not wholly despair.

I have recently noticed for the first time an observation of Longfellow's on the purple finch which sings so copiously into July.

> "The purple finch,
> That on wild cherry and red cedar feeds,
> A winter bird, comes with plaintive whistle,
> And pecks by the witch-hazel."

The authorities assure us that many, though not all, of these linnets remain all winter in the southern parts of New England. *A. C. Chapin.*

THE ST. LAWRENCE.

Evening:

> A lake of black, save where the silver moon
> Has paved a path of ever gleaming light.
> And here and there, darkly the islands loom,
> Their pine trees sighing to the silent night.
>
> Softly we sing, rowing with gentle hand,
> Silently stealing onward to the land.

Morning:

> A sea of bluest waves, a steamer gay
> Ploughing the water into foaming white.
> The winged sail boats speeding on their way,
> The islands lying green in sunny light.
>
> Gaily we sing, rowing with happy hand,
> Joyfully pulling onward to the land.

Gertrude P. Spaulding, '92.

CORNELL UNIVERSITY.

Built upon a beautiful plateau, five hundred feet above Cayuga lake, Cornell is situated in the most picturesque portion of central New York, in the heart of the original home of the Iroquois "Five Nations."

The lake stretching forty miles toward the north, the broad valley defined by low mountains on the south, the bluffs to the west, covered with well-tilled farms, form a landscape scarcely equalled by any University site in the world—a fit setting for an institution whose foundation principles are as broad as its outlook. Here the student finds satisfaction for the eye as well as the mind, for the aesthetic as well as for the spiritual nature.

The distinctive features of Cornell University were foreshadowed in the saying of its founder: "I would found an institution where any person can find instruction in any study." Himself a self-educated man, the colleague and financial supporter of Morse, the inventor of the American Telegraph, he sorely regretted the meagre advantages of his youth and gave the greater part of an enormous fortune to provide for others what had been denied to himself.

In order, therefore, to bind forever the interests of a great industrial state to this cosmopolitan University he availed himself of the Morrill Land Grant bill of 1862, one of the conditions of which was that the University should offer one free

scholarship per year in each Assembly district of the state.

Under this provision there are five hundred and twelve free tuition scholarships (worth one hundred and twenty-five dollars each) assigned yearly to the competitor passing the best examination in each district. Any person may enter this competition by residence in the state for six months and attendance on the public schools. If no candidates appear in any district the scholarship is assigned by the University to the second-best candidate in some other.

In addition to these, the University offers six scholarships per year, of two hundred dollars each, eight Fellowships of four hundred each, free tuition to all students in Agriculture and to all resident graduates. Second only to Columbia and Harvard as to income, Cornell is able to offer unusual pecuniary assistance to ambitious students.

In comparison with Yale, Harvard or Columbia, Cornell is, like the University of Michigan, a "country" college. The comparatively low cost of living, the absence of the distractions and temptations of city life, and the consequent concentration of interests, are obvious advantages; but by reason of wealth, a large number of students and a progressive spirit, freedom from narrowing tendencies is assured, as well.

Like all State Universities, Cornell was founded on a strictly non-sectarian basis. An endowment for the pulpit makes it possible that the ablest preachers of every denomination should be heard in Sage Chapel. The Christian Association with a membership of about half the student body, is in a flourishing condition. Within this are a number of circles organized for the support of various benevolent interests and often in connection with some denominational work outside. A Guild to assist students who may fall ill, or who may be in straitened circumstances, is one of the most successful organizations for Christian work. Many students connect themselves with churches in the town.

The state endowment under the Morrill bill required the maintenance of a department of Agriculture and a department of Mechanical Engineering; side by side with courses in Arts, Letters and Philosophy are now offered courses in Electrical, Civil and Mechanical Engineering, Architecture, Agriculture and other Sciences. Learning and industry, the training of the hand and the mind, are established in friendly and dignified rivalry. The Engineer and the Classicist alike gain a truer and broader view of education and of life.

Women were admitted in 1872 on substantially the same terms as men. Although the dormitory system does not now exist at the University—the men students boarding in the town or living in Chapter houses as they prefer—one large building, Sage College, is provided for women. Owing to the rapidly increasing number, many young women now live outside. A Lady Principal, whose duties are advisory rather than executive, lives in the building. With the exception of this special provision for their comfort and convenience, women share in the work of the classroom, in the use of equipments and in social life on equal terms with men.

In the early days, when the number of women students was few and no dormitory existed, an unwritten code of propriety was established by the women themselves, which yet prevails to a large extent.

Although coeducation has passed the stage of experiment, women at Cornell still feel that the establishment of this principle as an ideal and normal condition in education, depends upon the discretion and dignity with which they use their liberties. In consequence questions of decorum are largely settled by these unformulated yet powerful principles.

If women seem to gain greater adaptability to the practical conditions of life, a clearer knowledge of the lines on which men act and a broader view, men seem to gain no less, as may be inferred from the notable absence of hazing and rowdyism.

For years, the President has annually called the attention of the men to the fact that smoking is generally offensive to ladies; as a consequence among eleven hundred *men, one* is seldom seen smoking in the vicinity of the college buildings.

Not the least among the opportunities offered to women is that of finding some other occupation than teaching. Cornell Alumnae have always attained some distinction in Journalism, Architecture, Industrial Art, Chemistry applied to manufacturers, Floriculture. Last year, a young lady,

the only child of a well-known engineer, left the course to enter her father's office. Thus, without encroaching on the sphere of activities for which men are evidently better fitted, many new lines of work are opened to women.

Owing to the fact that the town of Ithaca has only twelve thousand inhabitants local interests gravitate toward the University and the social pleasures of Professors, Students and towns-people are in common. Many of the members of the Faculty live in their own houses and frequently entertain their clas es. Every Student has a calling acquaintance with one or more Professors' families: outside the classroom the simple spirit of good comradeship prevails between Professors and Students.

With its rare and beautiful situation, its unsectarian principles yet Christian atmosphere, its equal opportunities for classical and scientific study, its liberal attitude toward women, Cornell seems to offer much, if not all, that is to be desired by those to whom tradition is dear, and the spirit of progress imperative.

Mary E. B. Roberts, Cornell, '80.

ONE OCTOBER NIGHT.

Cold and still and all alight
With the moon,
What do you suppose I saw?

Came Jack Frost alert and tall,
Saw the vine upon the wall,
Loved it, kissed it, turned and fled,
Never stopped nor turned his head;
But I, watching, saw the vine
Blush at the kiss to the color of wine.

If you disbelieve my tale,
Here are leaves that may avail
To convince you.

A. S.

THE SOCIETY QUESTION RENEWED.

The first visit to the College after graduation is always interesting in an especial degree. The alumna has not been so long absent as to lose her sympathy with the events of college life, yet long enough to make her keenly alive to any changes that may have taken place. A visit to Wellesley last June, after a year's absence, could not fail to give an impression of great and important changes. The year '88-'89 has scored more on the side of progress than any other in the history of the College. Most of these changes can be regarded with satisfaction.

But there is one new feature which arouses the gravest thought in the minds of the Alumnæ who feel a strong love for Wellesley, and the deepest interest in its yearly life. It is not with pleasure entirely unmingled with doubt, that the interested observer watches the growth of the Greek-letter societies.

In the discussions which preceded the formation of the societies, it seemed as if every argument pro and *con* had been rehearsed. But actual experience has brought new problems, which in turn invite new discussion. Certainly we all rejoice that the new societies are really formed—Wellesley needed more room for social experiences, and for more general literary work. Especially do the women of Wellesley need the confidence, the readiness in argument and in language, that open debate will give. Opportunities for these we anticipate in the new societies. Their members congratulate themselves that in their meetings they are to feel emancipated from prescribed routine, and to keep pace with the age in which they live.

Two societies have been formed, with apparently identical objects, with the same constitution and the same regulations. Both societies seek the same qualifications in members,—general ability, good standing, popularity. When an undergraduate is asked how she decides which society to enter, she usually replies, "Oh, you go where your friends are." Members are sought by both societies among the same class of students,—those possessing the qualifications named. Is it expected that the societies are to offer fields for work to all the students known for general ability, and that there is to be a non-society minority, known for lack of general ability?

But already the societies are too large for excellent work. Experience seems to shows that a society of more than thirty or forty members is unwieldy. Nevertheless, applications for membership continues to pour in, and it becomes necessary to vote the applicant out, or to divide each society. If an applicant is not admitted, is she to think the

refusal is on personal grounds, or because she lacks general ability, good standing or popularity! If the societies divide, what principle of division are they to adopt? If the candidates for membership apply to the society where their friends are, it follows that friends will dislike to be in different chapters, and yet groups of "friends" will hardly make convenient chapter divisions. What is to be done? May not something be learned by experience and example of the older societies.

The Microscopical and Shakespeare societies are freed from many of these difficulties by their individual aims. They were never rivals, for they sought members among different classes of students. Their aims were distinct and peculiar to each—no one was offended when not invited to join a society whose aims were not congenial. It is of comparatively little consequence when a student is not sufficiently fond of Shakespeare's plays to devote extra time to their study, and if such students were not invited to join that society, it mattered little. So with those who did not care especially for scientific study. General ability was not a qualification for either. Evidently it was the differentation of their aims that enabled them to exist side by side in emulation, but not in rivalry.

Might not the same principle be applied to the working of the new societies? Surely their aims might be separate and distinct, and yet leave the field broad enough in each. Such a choice of aim would eliminate rivalry and bitter feeling between the societies, and discontent among non-members. It would, beside, act as a natural and flexible limitation of the members of the society. It is perhaps too late to apply such a principle to the whole body of each society—but not too late to apply it to the chapters. If each society should decide upon the number of chapters it should contain and the aims of each, the membership of chapters would be settled by individual choice, and dissension in the body of the society be largely avoided, while the society tie remained the same. Such an arrangement would mitigate to some extent the difficulties attending admission to membership,—for the aims of the chapters of each society would influence the desire of the student for membership, the decision of the society or the qualifications of the applicant, and the after-feelings of the student, accepted or not accepted as the case might be.

It is with great diffidence that these suggestions are offered by one who is not in contact with the workings of the societies, but they are prompted by a hope that some method may be found to avert the dangers that appear in the path of the new organizations.

Maryette Goodwin, '87.

DREAMLAND.

A land of mists and shadows grey,
  A land of rest;
A place where happy children stray
  And youth is blest.
Oh, Land of dreams most fair, sweet home thou art!
There love is true and heart doth speak to heart.

Out on the gleaming western sea
I launch my bark of fantasie;
  Swift gliding o'er the silent tide
  Through sunset gates that open wide,
I reach the dreamland shore, that lies
Beyond the sea of sunset skies.

Shores of shining shifting sands,
  Sands of gold;
  Shells that hold
Echoed tales of foreign lands;
  Lands that bear
  Unaware
Oceans cradled on their breast;
  Winds that sigh
  Wandering by,
Not of deep and sad unrest,
  But of love.
  Far above
They the shining stars caressed.
  Now the winds breathe love's sighs
  For the children of the skies.

Sweet-voiced streamlets flowing,
  Sweeter music ne'er was told;
Golden-hearted lilies blowing,
  Roses, in their beauty bold;
Flowers eternal and undying
  Bloom, dear Heart, for thee and me
In the dreamland fields a-lying
  Just beyond the sunset sea.

A. S. Woolfolk, '91.

THE WEEK.

Dr. William Eliot Griffis, of Boston, preached on Sunday, Nov. 17. His text was Song of Solomon 2:2: "As a lily among thorns, so is my love among the daughters."

* * *

On Wednesday, Nov. 13, Dr. Calkins' lecture on "Origen, the Mystic and Scholar," was listened to with pleasure. Origen was born in 185 A. D. At eighteen he was placed in charge of the school of Catechumen, at Alexandria. He studied exhaustively all the different philosophies and religions of the world and began a series of lectures which attracted to his school-room many of the great philosophers and educated women. In 215 A. D., his bishop brought three charges against Origen as a heretic. The first charge was levelled against his doctrine of the resurrection. Until this time the people believed that this body with all its actual particles would be raised. Origen taught the more reasonable doctrine as given by St. Paul in 1 Cor. 15. Secondly, Origen believed in the pre-existence of souls. The third and most serious charge was against his belief in the final outcome of sin and retribution. Origen was the father of that form of Universalism which believes in the final restitution of all men to God. After Origen was excommunicated he went back to Caesarea to teach. At one time in Asia Minor he found a copy of the Bible written about 200 A. D. He then began a work which lasted for twenty-eight years. This work, in fifty volumes, was a copy of the Scriptures. There were six columns on a page. The first column was the Hebrew in Hebrew characters; the second, the Hebrew in Greek characters; the third, the Septuagint; the fourth, fifth and sixth, the best Greek versions. In the New Testament the six columns were the six best versions. This work was consulted by Jerome and every great scholar until 653 A. D., when the library at Caesarea was burned by the Saracens. The persecutors at last laid hands on Origen and although they did not kill him yet he died from the effects of his tortures. Origen was a great scholar and a humble man, burning with love toward God and his fellow-man.

* * *

On Nov. 13, Prof. Cohn, of Harvard, lectured in the chapel on the results of the recent French elections. This election resulted in victory for the Republic, which does not necessarily mean for the Republican party. On the one side was an alliance of people having common interests, existing in two main divisions called respectively moderate and liberal Republicans, both anxious to effect reforms, but the one making for haste, the other waiting for a fitting opportunity, whence they were sometimes called Opportunists. On the other side was a coalition of people who had a common enemy. They were conservatives opposed to any change unless it was absolutely necessary. The two other main points of difference between the two parties were on the questions of capital and labor and the Catholic hierarchy. The Republican party had been in power since 1866. It had introduced rapid reforms and had become corrupt politically. Multitudes of the dissatisfied flocked around Gen. Boulanger. They with the conservatives were united in one ambiguous watchword—revision. The question was "Was the country to see that greater dangers threatened it from the people, who worked together simply because no faction dared to specify what kind of a constitution it wanted, than could threaten it from the present Republican regime?" The Republicans being already in power, limited the candidacy of one man to one district and changed the electoral mode from our national form to our form for electing senators. The election resulted in 367 Republican and 208 Conservative members of the Chamber of Deputies. The first cabinet has weathered an election and is in perfect accordance with the President. The Conservatives begin to realize that if they do not give up the monarchical idea they will lose ground. The Radicals have lost in hastiness. The true Republic has been sustained.

* * *

The first of a series of lectures on Greek Literature, was given on Saturday, Nov. 16, at four o'clock, by Prof. Palmer, of Cambridge, a speaker who needs no recommendation to Wellesley girls. His subject was "Homer," and the vexed "Homeric Question" was first dealt with and resolved into another question: "If there have been interpolations, as almost all admit, how much is the original poem?" Although this is impossible to decide, the very fact that these poems are composite is a real gain. They do not portray the feelings of a single man but the varied feelings and aspects of life in those early days. We may read Homer for its physical science, for geography, for history, where we find both the annals and genealogy and the pictorial story; we may read it for romance, for the ethical conceptions and religious ideas, and each time, the poems give what we seek. In short, these lines contain an epitome of civilization, an antique mode of looking at the whole universe. It is unlikely either that Homer is an outline of facts, or that the costumes pictured in his poems ever obtained,

but if not facts we have an embodiment of ideals in which there is a true unity because looked at from a common point of view. The themes of both Iliad and Odyssey are ethical: of the Iliad, strife, of the Odyssey, struggle. In point of interest, the Iliad has passages of more intensity, passages which tingle through the veins, but it is not so enduring as the Odyssey; it has not that which shows us the springs of the world. There is more inwardness in the Odyssey, more externality in the Iliad. Homer is pre-eminently a thing-poet: he keeps his eye on the object, and his greatest charm lies in the distinctness and vividness of his pictures. In his portraits of women, Homer gives us three types of womanly character, the young girl, the matron who knows well how to make an attractive home, and the faithful wife. Prof. Palmer concluded his lecture by reading translations which give pictures of Nausicaa, of Helen and Penelope.

* * *

Mrs. Allen's name alone works like a charm at Wellesley to empty the library, reading-room and study-rooms and to fill the chapel full to the brim of a Monday evening. This last week's concert proved no exception to the rule and although Miss Edmands' name is not so familiar to the Wellesley girls her well known success in Boston and the vicinity gained for her at first the attention which afterward could not be relinquished.

The following is the program presented:

Duet, Recordare (from Requiem Mass.) Verdi
Aria, from "Samson and Dalila." Saint-Saens
MISS EDMANDS.
Duets, *a.* "Were I a Birdling."
b. "The Falling Leaves bring Sadness."
c. "The Rosebud." Schumann
Aria, from "Herodiade." Massenet
MRS. ALLEN.
Piano Solos, *a.* Fugato, Op. 7, No. 3. Mendelssohn
b. Idyl, (Princess Ilse.) Geisler
c. Four Poems, Op. 3. Grieg
MRS. SMITH.
Duet, "Come Live with Me." Arthur Foote
Songs, May Night.
Roses.
Like the Blossoming Lilac. Brahms
MISS EDMANDS.
Duet, "A Ballad of June Roses." H. K. Hadley
Ave Maria, with Violin Obligato. H. K. Hadley
MR. and MRS. ALLEN.

In the first number of Verdi's there was offered an opportunity to note the harmony of the two voices. In the unison passages one could scarcely distinguish between the tones of the high soprano and the deep contralto voice.

The piano solos not only were selections varied and pleasing in style, but their rendering was exceedingly graceful and original. Mrs. Smith's work in accompanying was also very fine and was especially realistic in the wind accompaniment of the selection from "Samson and Dalila."

In the bright "Ballad of June Roses" and the Ave Maria with the violin obligato, an important point of interest was that the talented young composer himself played the accompaniment and one could feel sure that these numbers were conscientiously interpreted. Mr. Hadley was born and has received his musical education in Boston. Ave Maria is his Opus 52 and, if we may judge from the character of the two selections we have heard, Mr. Hadley is a promising candidate for a successful musical career.

* * *

THE pretty parlor at Waban was filled to overflowing on Saturday night, Nov. 16, with girls, laughing and chatting and toasting their faces in the cheery glow of the open fire. The event of the evening was a little play, written by one of the Waban girls. It was in one act, a charming mixture of Shakespeare and colloquialism.

The terrible effects of the perusal of a certain mystic book called "Puckle" were typified in the experience of Ophelia. An outline of the plot can give but a faint idea of the brightness and sparkle of the piece. Lady Macbeth loves and violently wooes Romeo, but he, already in love with Ophelia, spurns her with "You make me tired." Calling upon the Three Weird Sisters to aid her in a scheme for revenge, she swears allegiance to them by eating a doughnut; then they give her a book which will make Ophelia mad if she reads it, and so break her love for Romeo. The desired result is obtained, Ophelia turns her love to Sir Launcelot Gobbo, who gives expression to his surprise by saying "Some men don't have love, some achieve it, and some have it thrust upon them." Poor Romeo sadly thinks "Here's a how d'ye do." But Lady Macbeth, warned by one of the witches by the sign of the doughnut, confesses, and administers a draught, labelled, "I've passed in Puckle" to Ophelia, who no sooner swallows it than she turns again to the enraptured Romeo, while Lady Macbeth contents herself with the proffered love of Sir Launcelot. Pretty costumes added much to the effect. The audience was certainly appreciative, and found the entertainment a delightful close for a busy week.

COLLEGE NOTES.

THE Emmelar scholarship fund of five thousand dollars has been founded by the class of '91.

THE last "gossip meeting" of '89 was even pleasanter than usual. Six of the old girls surprised each other and delighted their many friends by spending the Sunday at Wellesley. They were Miss Mary Walker, Miss May Banta, Miss Alice Brewster, Miss Minnie Prentice, Miss Catharine Pedrick and Miss Celia Richmond.

ON the Monday evening after Thanksgiving, Dec. 2nd, an entertainment will be given in the College Chapel, for the benefit of the Chapel Fund. The entertainment will be given by the Tableaux D'Art & Concert Co., of Boston, directed by Mr. S. R. Kelly, and is enthusiastically commended by all who have seen it. A delightful evening can be guaranteed to all our friends outside as well as in the College.

TWO members of illustrious '89 go to the Symphony Concert. At 12 A. M., with drowsy eyes, they creep up the broad staircase of "The Wood." But what is this? On the door hangs a huge placard: "Whereas at divers and sundry times ye two have disturbed this quiet corridor by loud discussions at unseasonable hours, a room has been prepared, far from civilization, viz. in the extreme southwest corner of the house. Here may you find peaceful slumbers, and a suitable provision for all your wants. Miss ——, Faculty, reposes here, no disturbance!" With silent gnashings of the teeth, our maids retire to their couch upon which is spread in royal array, a plate of dry cake, two tiny lemons, and four lumps of sugar, one brush, one toothbrush, no comb, and *no* PRELUDES to read before breakfast. Vengeance is slow but certain!

THE elections of the Special Organization are completed. Officers elected May, 1889.

Miss Cora L. Stewart,	President
" Charlotte Joy Allen,	1st Vice President
" Margaret L. Ingalls,	2nd Vice President
" Mary Ward Lyon,	Recording Secretary
" Florence Newman,	Executive Committee
" Alice M. Lord,	Executive Committee
" Grace R. Curtis,	Executive Committee
" M. Emily Cobb,	Executive Committee

Officers elected November, 1889.

Miss Mabel J. Jenkins,	Treasurer
" Belle Morgan,	Corresponding Secretary
" Lulu M. Hutchins,	Factotum
" Anna M. McCague,	Historians
" Grace R. Curtis,	Historians

AULD ACQUAINTANCE.

MISS Marion E. Lyford, '88, is teaching at Clinton College, Clinton, Ky.

MISS M. Anna Fuller, '84, is teaching in Miss Edgar's private school at St. Louis, Mo.

MISS Fanny E. Woods, '87, has the position of assistant in the High School at Ansonia, Ct.

MISS Susie Conly, student at Wellesley '78-'81, is spending the winter in Newton, as governess in a private family.

MISS Lena M. Norton, '82, is the private tutor of two young ladies in Stamford, Ct. One of her pupils is preparing for Wellesley.

MRS. Stella Stickney Van Laer, '84, is conducting a class of young ladies in Nineteenth Century Literature at her home in Akron, O.

MISS Mabel Stevens, a special student at Wellesley in the year '79-'80, has been teaching for several years in the public schools of Dover, N. H.

MISS Lillian Hallock, daughter of Rev. Mr. Hallock, pastor of the Congregational Church, Waterville, Me., is to be first assistant in the High School at Hallowell. Miss Hallock was educated at the Portland High School, Douglas Seminary and Wellesley College.—*Boston Journal.*

Miss Hallock was a student at the College during the years '86-'88.

THE following advertisement is copied from the *Boston Transcript.* Miss Drury is a member of the class of '79.

MICROSCOPY.—Miss Ella M. Drury, a graduate of Wellesley and a teacher of five years' experience in this department, has opened a Laboratory at 426 Columbus Ave. Rooms open daily from 9 to 5. Circulars on application.

FAVORABLE notices have reached Wellesley of the work of Mrs. Edwina Chadwick, '80, in the musical department of St. Mary's Hall, Faribault, Minn. A musical society, meeting weekly, has been formed in school and one feature of its work is a series of classical recitals to be given each month during the year. In speaking of a musicale given at St. Marys' a local paper says: "Mrs. Chadwick developed a pure, sweet, soprano voice of good range and her manner is pleasing."

MARRIED.

BRILL–HOEFLER.—At Ilion, N. Y., Oct. 29, Carrie V. Hoefler, student at Wellesley, '82-'84, to Charles Comstock Brill. At home, after Nov. 20, at Northfield, Vt.

INTER-COLLEGIATE NEWS.

THE Harvard Bridge between Cambridge and Boston is nearly completed.

A COLLEGE Senate has been instituted in the University of Syracuse.

THE Class of '93 at Williams is the Centennial class of that institution.

THE University of Georgia has admitted women to the collegiate department on the same standing as men.

THE Sophomore Class of Columbia has a debt of over $600 left from their crew of last June, which they will try to pay off during the year.

PRESIDENT Charles Kendall Adams, of Cornell, has resigned his Professorship of History in order to give his whole time to his administrative duties.

IT IS said that American colleges are so liberally endowed, that, on an average, students are enabled to get an education at one-tenth its actual cost.

A New York man has given $20,000 to Columbia to found a travelling scholarship for young architects. This is about the sixth scholarship of its kind in the United States.

THE Catholic University at Washington was opened Nov. 13 with great pomp and ceremony. President Harrison, Cardinal Gibbons, Cardinal Taschereau, and Monsignor Satolli, the pope's delegate, were amongst the noted persons present.

MR. S. M. Sayford of Boston has been arousing great religious interest at Princeton. Mr. Sayford is sent out by the students of Amherst for the purpose of awakening a more vigorous Christian life in college men.

AT Colorado College a new three-story building costing $28,000, to serve as a home for the students, has just been dedicated. Dr. J. T. Duryea delivered the address, which was of great eloquence.—*Ex.*

THE Yale observatory is the official source of correct time throughout the State. It not only supplies the railroads with the correct time daily, but also many public buildings. Its income is $1,000 a year from the railroads alone.—*Ex.*

ONE third of the students of Europe die prematurely from the effects of bad habits acquired at college; one-third die prematurely from the excess of close confinement to their studies; and the other third govern Europe.—*Ex.*

THE Senior Class at Vassar celebrated Hallow'een by a Mother Goose party given to the Freshmen, while the Juniors invited the Sophomores to a children's party. The children and their friend Mother Goose closed the evening by a merry revel together in the new Lyceum.

WABAN RIPPLES.

THE JUNIOR.

There's a diamond ring of beauty rare,
On her finger, dainty and slim;
There's a far away look on the face so fair;
Her eye with a tear drop is dim.

Letters and papers and packages,
Addressed in manly hand,
Come pouring in at every mail,
With stamps of foreign land.

And the far away smile much nearer grows,
As she pours over sheet after sheet;
And the eye-dimming tear creeps down on her nose,
At the bundles with dainties replete.

And we press around with good wishes of joy
For the maid and her far away lover;
But she sighs as she says: "This ring and the rest
Were given me by my brother!"

Marian Williams Perrin, '91.

FRESHMAN, (gazing at the pendulum hanging from ceiling of the fifth floor): I can't imagine what that thing is, unless it is a fire escape."

"He admires you *so* much," she whispered,
"And thinks you're so beautiful too,
And he s *so* peculiar, they tell me—
Never thinking as other men do.!"

JUNIOR BIBLE NOTES.

Professor, (calling the roll): Miss Smith?
Silence.
Prof.: Is Miss Smith absent?
Miss S., (awaking from reverie): *Yes.*

MISS BLANK determines, for once, to shine in Bible. Prepares her lesson with utmost care. Goes gleefully to class. Takes seat in *front* row. Finds topics discussed foreign to stock of information. Longs for accustomed seat in *back* row. Returns sadly to room. Consults topic-book. Finds she had prepared *last week's lesson.*

N. B. Miss Blank has attended regularly the Bible recitations.

MARGARET, a Sunday School scholar, aged eight years, instructing her doll, *loquitur.*

"Yes, Dolly, the story of Jonah *is* true. You need not tell me that you do not believe it. When Jonah was in the whale he prayed, and this is what he said: 'O Lord, here I am in this miserable, lamp-oily-smelling place, and with all my best preaching cloths on, too!' Then God had the fish take him and put him out on dry land, and Dolly, I tell you again, that is a true story.

OUR OUTLOOK.

The following extracts are made from the report of the Corresponding Secretary of the W. C. T. U., presented at the annual meeting recently held at Chicago. "This has been one of the best, if not the very best year we have had as an organization. Amid all the turbulence of discussion as to methods we have more than held our own. Less, perhaps, has been accomplished in the department of legislative work; fewer measures presented to the consideration of the various State Legislatures may have passed into law, but the reports show that the work of the departments, as a whole, has been pressed more than previously, and some States have gained important measures, or secured amendments to existing laws. Connecticut, Georgia, Indiana, Kansas, Maine, Michigan and Minnesota, have gained laws prohibiting the sale of tobacco to minors, and these laws mean much, since each State has started out to vigorously enforce the statute.

California, Kansas and West Virginia have secured Reform schools, and a general advance of sentiment along the line of the department of White Cross and White Shield Work is very apparent.

With rare exceptions, the result of the year's work has been to solidify our organizations, State and local, and give to them a greater unity than has ever before been known.

The total number of our organizations to-day is 7,405; the total membership is 142,162. Three thousand one hundred and forty-one Loyal Legions have been reported, with a membership of 150,143. This probably falls far short of the actual number of Legions and their membership."

Some of the "Recommendations for 1889-90" are as follows:

Petition for a law forbidding impure literature, including the *Police Gazette*, to be sent through the United States mail.

Petition the proper authorities to extend the statistics of the census of 1890 to the subject of the liquor curse.

Work for the Blair Education Bill, and for the Blair Prohibitory Amendment to the National Constitution.

A law forbidding the *manufacture* of cigarettes, and one against smoking in waiting rooms and post offices.

A separate cell for each prisoner in the county jail is imperative.

That women in the fourteen states that already give the school vote to women, be urged to utilize it to graft the kindergarten, and ethical and manual training upon our public system everywhere.

A permanent National School of W. C. T. U. Methods in Chicago.

That local Unions co-operate with city workers in extending the benefit of 'Country week' to the little ones."

MAGAZINES AND REVIEWS.

The Andover Review for November has an interesting article by Prof. Chas. A. Collin on the "New Prison Law of New York," setting forth the advantage of the new system.—"A Plea for Endowed Newspapers" by Prof. Chas. Levermore is a powerful argument against the present system of newspaper management, and let us hope the prophecy of a time when bribery and corruption of the public press will be impossible.—"The Arabian Brothers of Purity" by Rev. Edward Hungerford is a description of a mystic sect that arose among the followers of the Prophet in the tenth century. It is of interest as opening up new views to many on the doctrines of Islamism.—Dr. Abbott has a practical and thoroughly helpful article on "The Blood of Jesus Christ."—The Editorial, "Shall the Papacy go from Tiber to Thames" discusses the spread of the English race and its probable future results.—Other editorials are on the recent meeting of the American Board, the Color question at the Congregational Council, and the Triennial Convention of the Protestant Episcopal Church.—Commissioner Carroll D. Wright's Report on Marriage and Divorce, is considered under the Sociological notes.—West Africa is the fifth number of the second series of Missionary Reports.—The notes from England contain some interesting comment on the London Dock Strike.—Among the Book Reviews we notice American Statesmen, Benjamin Franklin, which meets with rather lukewarm praise, although we are allowed the privilege of doubting "whether the fault is in the biographer or the subject."

The Magazine of American History for November contains "A Chapter from the History of Utah" taken from Mr. Hubert Howe Bancroft's "History of the Pacific States."—"The Stone Images of San Augustine" is an account of the remains of an ancient people whose home was a department of the republic of Colombia. These images "in durability and interest must be classed among the most remarkable aboriginal relics upon the continent.—"The Thrilling Story of a British Surgeon's Experience in the Revolution" is taken from a recently found number of the *New York Gazette* of the year 1777.

Macmillan's Magazine for November.—"James Hogg," by George Saintsbury, is a study of the Hogg of history, anecdote and literature. The writer claims that Hogg should be studied because he wrote some charming verse and one story which is the best of its kind; because he is an example of no education; and because such a study leads to the appreciation of Wilson, Lockhart and Scott.—"The Gardens of Pompeii" is an erudite article by Mrs. Lecky.—"Dick" is a pathetic little story of a shiftless ne'er-do-well and a sternly energetic parson.—"Eton Fifty Years Ago" is a collection of happy memories of the customs of masters and boys a half century back.—In "Leaves from a Note Book" under the head "Of Principles and Practice," there is an interesting consideration of some recent articles on criticism.

BOOK REVIEWS.

Introduction to Shakespeare. By Hiram Corson, LL. D., Professor of English Literature in Cornell University. Boston: D. C. Heath & Co. $1.40. This book is valuable both for what it suggests and what it says. The author treats in a scholarly way the various questions connected with the study of Shakespeare. After an "Introduction" on "Shakespeare in General," he discusses "The Shakespeare-Bacon Controversy," "The Authenticity of the First Folio," "The Chronology of the Plays," Shakespeare's verse, his prose, the Latin and Anglo-Saxon elements of his English, and the relation of these elements and the monosyllabic vocabulary to the intellectual, the emotional, and the dramatic. Then follow commentaries on "Romeo and Juliet," "King John," "Much Ado about Nothing," "Hamlet," "Macbeth," and "Antony and Cleopatra." Professor Corson is an enthusiastic student of Shakespeare. He assimilates Shakespeare, and in this book, he puts the reader in direct sympathy with the great dramatist and prepares him for a better understanding and more intelligent appreciation of the plays. The chapter on Shakespeare's verse is admirable on technique and has this good quality besides,—the technique is not allowed to shut out the melody. Professor Corson has delight in melody as well as in technique. Of the play studies, "Antony and Cleopatra" is by far the best. We feel that this must be the favorite play of the author for he has given his best work to it. The "Jottings on the Text of Hamlet" are somewhat disappointing. There is so much in them that is excellent, that one wishes they had been a separate and complete study and not mere "Jottings." Professor Corson digresses frequently, but when he digresses, like Thomas Fuller, he always tells us something we wish to know. He shows a somewhat autocratic spirit, and has little patience with those who do not think as he does. However, Protessor Corson is a natural scholar, and when we disagree with him the difference is generally one of prejudice and not of scholarship. The book is accompanied by a series of examination questions on its subject matter. For these we can say nothing better than that they show in every way that they are the work of a good teacher.

Suggestive Lessons in Language and Reading. By Anna B. Badlam. Boston: D. C. Heath & Co. We consider this work an admirable handbook and guide for teachers in primary schools. It is suggestive rather than comprehensive and leaves ample opportunity for the teacher to use her own originality and ideas in teaching each lesson. There are forty lessons in language which aim to help the child to talk and to understand the meaning of the words he uses. With the practice in story-making, and the simplified fables which the child is taught to give in his own words, they form a good preparation for the lessons in reading which follow. Here again we have forty lessons corresponding to the forty weeks of the school year. The lessons are based on simple familiar stories and rhymes, and board reading and phonic word making are important elements in each lesson. By special request, advanced lessons for upper and middle classes in oral language and word formation have been added. Miss Badlam, who is the author of *Little Folk's Alphabet of Number* also, is connected with the primary department of the Rice Training School of Boston, and her books are of great practical value. They are the direct fruit of long and successful experience in the school room.

The Heroes of the Crusade. By Amanda M. Douglas. Boston: Lee & Shepard. This historic narrative, by Amanda M. Douglas, whose reputation as an author is well established, will at once command the deepest attention of the reading public The work is an accurate and exceedingly readable history of the Crusades, and a story of the personal incidents and efforts of the Crusaders themselves in their heroic endeavors to rescue the Holy Sepulchre, break up the feudal system, extend the influence of arts and manufactures, and to broaden the influence of Christian civilization. The book abounds in fascinating passages descriptive of the heroism of the Crusaders, and the author has never given greater evidence of her graphic powers as a writer. The book contains fifty full-page illustrations, and reveals the fact that there were heroes and romances in the days of the Crusades.

NEW BOOKS IN THE COLLEGE LIBRARY.

[*Continued.*]

Catalogue of Ancient Manuscripts in the British Museum. 1881.

Contemporary French Painters. By P. G. Hamerton.

Subjunctive of the Greeks and Latins. By Gavin Hamilton.

Promethens Bound. Translated by A. Webster.

Troades. 3d edition. Notes by R. V. Tyrrell.

Falsfications of Food. By J. Mitchell.

Bija Ganita. By E. Strachey.

Works of Raphael at Windsor Castle. Compiled by C. Ruland.

Raigne of John, King of England. (Quarto facsimile 40, 41.) W. Shakspeare.

Richard III. (Quarto fac-simile 43.) W. Shakspeare.

Reference Catalogue of Current Literature. 1889.

Dictionary of Music. Edited by G. Grove, vol. 4.

A. STOWELL & CO.
24 WINTER ST., BOSTON.
NOVELTIES IN
PARISIEN AND VIENNA FANS,
ALL IN THE CORRECT AND LATEST STYLES.

Scientific Papers. T. Andrews.
Old and New Testament. Revised Version.
Catalogue of Historical Novels. Compiled by H. C. Bowen.
Greek Geometry. By G. J. Allman.
Natural History of Plants. By H. Baillon.
Life of Sir W. R. Hamilton. By R. P. Graves.
Scientific Papers I. and II. By J. P. Joule.
Manual of Hygiene. 7th edition. By E. A. Parkes.
Julius Caesar. Shakspeare. Edited by W. A. Wright.

"MY STORY OF THE WAR."

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